DOCUMENT RESUME

ED 097 491 CE 002 259

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TITLE	Career Potential of Enrollees in PLC, ROC and AVROC: A Comparison of Surveys Conducted in May 1972 and May 1973.
INSTITUTION	Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.; Human Resources Research Organization, Alexandria, Va.
SPONS AGENCY	Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.
REPORT NO	AFHRL-TR-74-38
PUB DATE	Nov 73
NOTE	59p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Armed Forces; Attitudes; *Career Planning; Data Analysis; Enrollment Influences; Manpower Development; Military Personnel; Military Training; *Officer Personnel; Program Attitudes; *Program Evaluation; *Recruitment; Surveys; Tables (Data); Training; Vocational Development

ABSTRACT

The consulting report indicates the extent of career motivation among current enrollees in selected off-campus military officer training programs in 1973. The programs studied are the Navy Reserve Officers Candidate (ROC) program, Aviation Reserve Officers Candidate (AVROC) program, and the Marine Corps Platoon Leaders Class (PLC) program. The third in a series, the report presents the results of a comprehensive 1973 Department of Defense survey of enrollment (applicant) potential for college-based military officer training programs. Analysis of the data indicated that most enrollees intended to stay in their programs, and that 30 to 40 percent intended to pursue a military career, while about 50 percent were undecided. Knowledge of financial benefits did not influence career intentions. An appendix offers: a detailed sample size information sheet for off-campus program enrollees, comparability of 1972 and 1973 samples, the 1973 questionnaire, and approximate tests of statistical significance. (MW)

Report MR 74-5

MANPOWER DEVELOPMENT RESEARCH PROGRAM

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Career Potential Of Employees in PLC, ROC, AND AVROC:

A Comparison of Surveys Conducted in May 1972 and May 1973

Manpower Development Division
Air Force Human Resources Laboratory

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This report was submitted by the Manpower Development Branch, Air Force Human Resources Laboratory, Alexandria, Virginia 22314, to the Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs).

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE

READ INSTRUCTIONS BEFORE COMPLETING FORM

1. REPORT NUMBER: OASD/M&RA MR 74-5; AFHRL-TR-74-38
2. GOVT ACCESSION NO.
3. RECIPIENT'S CATALOG NUMBER

4. TITLE (and Subtitle): CAREER POTENTIAL OF ENROLLEES IN PLC, ROC AND AVROC. A Comparison of Surveys Conducted in May 1972 and May 1973

5. TYPE OF REPORT & PERIOD COVERED: Interim

6. PERFORMING ORG. REPORT NUMBER

7. AUTHOR(s): Allan H. Fisher, Jr.; Leslie S. Rigg

8. CONTRACT OR GRANT NUMBER(s): F41609-73-C-0030

9. PERFORMING ORGANIZATION NAME AND ADDRESS: Human Resources Research Organization, 300 North Washington Street, Alexandria, Virginia 22314

10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS: PE 62703F; Project 4499-07-50

11. CONTROLLING OFFICE NAME AND ADDRESS: Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs), Directorate for Manpower Systems Evaluation, Washington, D.C. 20301

12. REPORT DATE: November 1973

13. NUMBER OF PAGES: 60

14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office): Manpower Development Branch, Air Force Human Resources Laboratory (AFSC), Alexandria, Virginia 22314

15. SECURITY CLASS. (of this report): Unclassified

15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report): Approved for Public Release; Distribution Unlimited

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES: Survey conducted by Gilbert Youth Research, Inc., New York, N.Y.

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Armed Services	Motivation	Recruitment
Attitudes	Officers	ROC Program
AVROC Program	PLC Program	Training Programs
Career	Prediction	0501, 0509, 0510, 1407, 1503

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

Research into the short-range and long-range career intentions of PLC, ROC, and AVROC enrollees in 1973 and 1972 showed that most enrollees intended to stay in their programs. From 30 percent to 40 percent indicated they intended to pursue a military career, while about 50 percent were undecided.

Knowledge of financial benefits did not influence career intentions; those planning to leave the service were as likely to overestimate pay and benefits

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Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

Item 20 (Continued)

as were the career-oriented personnel.

Reasons given for entering the program were similar in both years, with "military career opportunities," "travel, adventure, and new experiences," and "service to your country" the most popular reasons.

SUMMARY

Estimates of the Extent of Career Intentions

The willingness of PLC, ROC, and AVROC enrollees to stay in their respective programs was either the same, or slightly higher in 1973 than it was in 1972 (see Table I-1). Approximately 90% endorsement of program continuation was found. In contrast, the intentions of enrollees to make a career of military service were much lower, e.g., 30% to 40% (Table I-2). Career intentions were approximately the same for both 1972 and 1973, except that ROC participants expressed a significantly increased interest in the military as a career in the 1973 survey. There is, however, a substantial proportion of enrollees in each program who are undecided with respect to long-range career intentions. Close to 50% of all respondents chose this alternative in both years and this constitutes an important segment of the total samples of enrollees.

The effect of the draft as a motivation for enrolling was somewhat diminished in 1973, compared to 1972 (Tables I-3 and I-4). In 1973, ROC, AVROC and lower classmen in the PLC all reported a significant increase in the amount of "true volunteerism." "True volunteerism" is associated with the likelihood of pursuing a military career. Thus, the increase in "true volunteerism" should also bring about an increased interest in staying in the service beyond the initial tour of duty. An example of this phenomenon was noted for ROC enrollees.

Pay Information and Long-Term Career Intentions

There is little evidence that a career orientation is associated with a knowledge of the financial benefits of a military career (Table II-2). Those with extended service preferences are equally as likely to underestimate

officer pay as do participants who plan to leave the service or who are undecided about their career intentions. In addition, those planning to leave the service are equally as likely to overestimate pay and benefits as are the career-oriented personnel.

Retrospective Assessment of Enrollment Motivations

Endorsement of various reasons for enrolling in these off-campus programs changed little from 1972 to 1973. Reasons were categorized as either general reasons or specific reasons.

The more important general reasons for enrollment in all three programs were (1) military career opportunities, (2) travel, adventure, and new experiences, and (3) service to your country (Table III-1).

The specific reason most frequently endorsed involved the choice of branch of service (Table III-2). The opportunity to fly was the major additional specific reason which attracted AVROC participants.

PREFACE

This Consulting Report indicates the extent of career motivation among current enrollees in selected off-campus military officer training programs in 1973. The programs studied are the Navy Reserve Officers Candidate (ROC) program and Aviation Reserve Officers Candidate (AVROC) program, and the Marine Corps Platoon Leaders Class (PLC) program.

Selected results from a similar survey conducted in 1972 are included for comparison purposes. Additional 1972 and 1973 comparisons are reported which indicate: (1) the levels of factual knowledge of, and attitudes toward, ROTC programs and off-campus officer training programs; and (2) factors related to expressed interest in applying for enrollment in these programs. In total, these comparisons allow an assessment of changes in career potential which may have resulted with the expiration of the draft, or as a result of other events or activities which transpired between 1972 and 1973.

This report is the third in a series of three reports which present the results of a comprehensive 1973 DoD survey of enrollment (applicant) potential and career potential for college-based military officer training programs. The second report in this series is concerned with military career potential of current enrollees in ROTC programs. The first report in the series is concerned with the enrollment of civilian youth who are college-bound in terms of their interest in applying for ROTC or for ROC, AVROC, or PLC.

The 1972 and 1973 surveys were designed by Mr. George Mihaly and Mr. Gideon D. Rathnum of Gilbert Youth Research, Inc. for the Department of Defense. Gilbert Youth Research, Inc. was responsible for selecting

the 1972 and 1973 samples, conducting the personal interviews, and performing the data tabulations for both the 1972 and 1973 surveys.

Analyses of the data tabulations and report preparation activities were performed by HumRRO Division 7 (Social Science), Alexandria, Virginia, Dr. Robert G. Smith, Jr., Director. The Principal Investigator was Dr. Allan H. Fisher, Jr.; Ms. Leslie S. Rigg was the research assistant. Dr. Richard J. Orend provided technical assistance and wrote the Management Summary.

HumRRO also assisted in the initial questionnaire design and development of the sample requirements for these surveys.

Helpful guidance in substantive aspects of the data analyses and report preparation were provided by COL Gerald Perselay (USAF), Director for Precommissioning Programs (OASD, M&RA), and Mr. Samuel Saben, Manpower Resource Analyst (OASD, M&RA). The technical monitor was Dr. Frank D. Harding of the Air Force Human Resources Laboratory (AFHRL/MD).

The preparation of camera-ready copy of each report in this series was performed by HumRRO for the Directorate for Manpower Research of the Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs) under Contract No. F41609-73-C-0030, Task Order No. 3 (HumRRO Project DAD-C).

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INTRODUCTION

This survey was conceived as part of a systematic effort by the Department of Defense to study enrollment potential and career potential for selected college-based military officer training programs on an annual basis. Previous empirical research concerning the attitudes of college-aged youth toward affiliation with the various college-based pre-commissioning programs (ROTC) has been conducted (Johnston and Bachman, 1972; N.W. Ayer, 1972). Studies on the career potential of ROTC enrollees had also been made (Griffith, 1972; N.W. Ayer, 1972). However, none of these studies had investigated enrollment or career potential for the off-campus programs of ROC, AVROC, and PLC. The DoD surveys ("ROTC Surveys") of May 1972 and May 1973 included attempts to study these off-campus programs.

The initial DoD survey in this series (conducted in May 1972) was designed to provide information on enrollment potential for these off-campus programs of officer training among civilian youth (Fisher & Harford 1972). The survey was also designed to identify the extent of career intentions among current program enrollees. The present May 1973 survey constituted a replication of the May 1972 survey. This report presents the findings on career potential from each survey.

Continued research on career potential over time provides an ongoing measure of the acceptance of current programs among enrollees. Further, it assures continued availability of current data necessary to appraise the reactions of these potential officers to external events and program modifications which may impact on their attitudes toward: (1) continued enrollment in these programs, and (2) a future career as an officer in the military service.

METHOD

Sampling Requirement

Sampling requirements for each survey were generated by HumRRO in discussions with representatives of OASD (M&RA). Target populations were identified to correspond with the major objectives of the present study, e.g., to estimate career potential among current enrollees. These particular populations consisted of enrollees in the ROC, AVROC, and PLC programs. For enrollees in PLC, a distinction was made between enrollees in their Freshman/Sophmore years ("Lower Classmen") and enrollees in their Junior/Senior years ("Upper Classmen"). In each survey, the total sampling requirements called for approximately 400 PLC enrollees, 200 ROC enrollees, and 200 AVROC enrollees.

Sampling Procedures

By-name samples of enrollees in the PLC program were generated by reference to a Marine Corps computer listing in which the distinction between Lower Classmen and Upper Classmen could be made. By-name samples of enrollees in the Navy ROC and AVROC programs were generated from a master card index of enrollees maintained by the Navy in updated form at Memphis, Tennessee.

The above procedures were used to draw the samples in both the 1972 and 1973 surveys. Two independent samplings were employed.

The sample size for each survey is summarized below, together with the projected population for each program. (See Appendix A for detailed sample size information).

SAMPLE SIZE

Populations	1972 Survey		1973 Survey	
	Sample Size	Projected Population	Sample Size	Projected Population
PLC	404	2,999	344	3,852
ROC	200	760	158	585
AVROC	202	848	181	688
Totals	806	4,607	683	5,125

Sampling Comparability

The 1972 and 1973 samples were compared on a variety of demographic characteristics to determine the equivalence of samples in the two surveys. These comparisons were made to determine if the 1972 and 1973 samples were sufficiently similar to permit valid comparisons of career intentions and other responses to be made.

There were some demographic differences between the 1972 and 1973 samples which achieved statistical significance, e.g., the racial composition and family income of PLC enrollees, the employment status of PLC and ROC enrollees, and the type of residence (city size) of ROC and AVROC enrollees. However, few differences were noted which were consistent across all three programs* Only on age and the presence of Junior ROTC in high school were differences noted for enrollees in ROC, AVROC, and PLC.

In general, the samples from 1972 and 1973 appeared sufficiently similar to permit legitimate comparisons of career intentions to be made for the two surveys. Appendix B contains data on sample comparability.

*The PLC sample in 1973 did appear to be of slightly lower socio-economic status than the 1972 PLC sample. This finding is supported in part by the presence of more non-whites in the 1973 PLC sample.

Questionnaire

An extended questionnaire was designed for the 1972 survey and maintained in essentially the same form for the 1973 survey, for purposes of comparability. The 1973 survey questionnaire is reproduced in Appendix C.

Administration

All data reported in each survey were obtained from extended personal interviews. In conducting these interviews, Gilbert Youth Research, Inc. employs peer-group interviews in conjunction with local supervision to increase the likelihood of valid responses. A systematic program of interview verification is used to insure data quality.

Data Analyses

For each survey, results for each sample were weighted for extrapolation to the respective populations. Data from off-campus program enrollees in ROC and AVROC were weighted to the respective populations of these two programs, while data from PLC enrollees were weighted to the population by their status as Upper Classmen or Lower Classmen.

Data analyses consisted of cross-tabulations of each questionnaire item controlling on respondent status in these programs (Upper Classmen or Lower Classmen for PLC, and ROC or AVROC status for these programs).

Tests of statistical significance were performed manually on the tabulated data to evaluate differences in rates of response to selected questions in 1972 and 1973. All tests reported in Section I are "t-tests" which compare the 1972 and 1973 rates of response in the projected

populations, using the sample size (n) from the appropriate survey population as the base. Tests reported elsewhere in the report result from approximations to the "t-test" procedure as discussed in Appendix D.

RESULTS

I. CAREER POTENTIAL

The major objective of this survey was to estimate the size of the career population among enrollees in off-campus programs, i.e., the USMC PLC program and the Navy ROC and AVROC programs.

The career intentions of program enrollees were evaluated in terms of: (1) their immediate career intentions; and (2) their long-range career intentions. The distinction involves the willingness to complete the undergraduate program (immediate career intentions), as compared with making a career as a military officer (long-range career intentions).

IMMEDIATE CAREER INTENTIONS

Immediate career intentions were assessed by asking each enrollee a hypothetical question: "If you had no military obligation and were permitted to leave your military officer training program, would you do so?" The permissible response options read (a) Yes, I would leave the program as soon as possible," (b) "No, I would stay in the program," and (c) "I don't know." Results appear in Table I-1.

In both 1972 and 1973, the vast majority of enrollees said they would stay in the program even if given an opportunity to leave. Among 1973 respondents, the percent affirmative response was 96% (AVROC), 92% (ROC) and 88% (total PLC). Lower classmen enrolled in the PLC program and men enrolled in the ROC program each showed significant increases from 1972 to 1973 in their willingness to stay in the program. The increase in immediate career intentions was particularly pronounced among ROC enrollees (74% in 1972 and 92% in 1973). There were no significant changes from 1972 to 1973 in the rate of immediate career intentions among upper classmen

IMMEDIATE CAREER INTENTIONS

BASE: Detailed Categorization of Current Program Enrollees

Immediate Career Intentions (Given an opportunity to leave the program)	PLC				ROC		AVROC	
	Lower Classmen		Upper Classmen					
	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)
- I would stay in the program	79.0	87.7 *	89.0	87.3	73.6	92.3 *	93.2	95.5
- I would leave the program	11.9	6.7*	7.7	5.3	21.1	1.9 *	6.5	1.6 *
- I don't know	9.3	5.7	3.3	7.4	5.5	5.6	0.5	2.8
	100.2%	100.1%	100.0%	100.0%	100.2%	99.0%	100.2%	99.9%

* Difference from 1972 to 1973 is statistically significant.

TABLE I-1

enrolled in PLC, or among AVROC enrollees. However, each group had a high rate of immediate career intentions in both surveys.

LONG-RANGE CAREER INTENTIONS

Cognizant of the fact that an assessment of long-range career intentions is essential in manpower planning, each program enrollee was asked the following question: "Do you plan to stay in the Service at the end of your initial obligated period of service as a commissioned officer?" The respondent was permitted one of four response options: (a) "Yes, I plan to make the Service my career," (b) "Yes, I plan to stay in for a while," (c) "I am undecided," and (d) "No, I plan to leave when I complete my obligation." The first two responses may be taken as indications of long-range career intentions. Results appear in Table I-2.

In both 1972 and 1973, the modal response with respect to long-range military career intentions was one of indecision. This finding is not too surprising, considering the future-orientation and hypothetical nature of the question.

In 1973, the rate of long-range military career intentions was 39% for ROC enrollees, 36% for PLC enrollees (in total), and 31% for AVROC enrollees. The most pronounced increase in career intentions from 1972 to 1973 occurred among ROC enrollees. ROC enrollees showed an increase from 1972 (19%) to 1973 (39%) in their career intentions.* No other significant changes were found between the two surveys. However, in 1973, a higher percentage of lower classmen enrolled in PLC (41%) had career intentions than did upper classmen enrolled in PLC (30%). There was no difference in the military career intentions of upper and lower classmen in PLC in 1972.

* The increase in career intentions for ROC enrollees was accompanied by a concomitant decrease of over 13% in the rate of "undecided" responses, and a decrease of over 6% in the response "I plan to leave when I complete my obligation."

LONG-RANGE CAREER INTENTIONS

BASE: Detailed Categorization of Current Program Enrollees

Long-Range Career Plans	PLC				ROC		AVROC	
	Lower Classmen		Upper Classmen					
	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)
Military Career	18.5	24.1	25.3	17.5	8.9	25.3 *	19.8	15.4
	35.1	40.5	35.2	30.2	18.9	38.6 *	31.7	30.8
Stay in Service for awhile	16.6	16.4	9.9	12.7	10.0	13.3	11.9	15.4
Undecided	46.1	46.1	45.1	50.3	55.0	41.7 *	59.9	58.0
Leave Upon Completion of Obligation	18.9	13.3	19.8	19.5	26.1	19.7	8.4	11.0
	100.1%	99.9%	100.1%	100.0%	100.0%	100.0%	100.0%	99.8%

* Difference from 1972 to 1973 is statistically significant.

TABLE I-2

The above findings on immediate and long-range career intentions suggest that the majority of program enrollees will complete their college program, but do not anticipate making a career of military service. However, the high rate of "undecided" responses as shown in Table I-2 suggests that the potential exists for improving the extent of long-range officer careerist intentions e.g., as found for ROC enrollees. An additional finding on the relationship of draft-motivation to career intentions tends to confirm this possibility.

DRAFT-MOTIVATION

The extent of draft-motivation in enrollment was assessed by asking each respondent this question: "If there had been no draft and you had no military obligation, do you think you would have enrolled in a military officer training program?" Responses were classified into three categories of (a) "true volunteers," (b) "draft-motivated," and (c) "don't know." Results for the total PLC, ROC, and AVROC samples appear in Table I-3.

In 1972 and 1973, the majority of men in each program claimed that they would have enrolled, even in the absence of a draft/military obligation. In 1973, a higher percentage of AVROC enrollees (95%) and PLC enrollees (91%) were true-volunteers, than were ROC enrollees (82%). However, enrollees in the ROC and AVROC programs showed a significant increase in true-volunteerism from 1972 to 1973. Compared to enrollees in the other programs, ROC enrollees had the largest increase in true-volunteerism from 1972 to 1973. (This finding might be anticipated, given the large increases in immediate and long-range career intentions among ROC enrollees noted in the previous tables.*)

There was no statistically significant increase in true-volunteerism for PLC enrollees, in total, from 1972 to 1973. However, there was a significant increase in true-volunteerism among lower classmen enrolled

* Part of the increase may also be attributable to the relatively low rate of immediate and long-range career intentions among ROC enrollees in 1972.

EXTENT OF DRAFT MOTIVATION

Base: Program Enrollees

Would Have Enrolled With No Draft and No Obligation	PLC 1972 (%)	PLC 1973 (%)	ROC 1972 (%)	ROC 1973 (%)	AVROC 1972 (%)	AVROC 1973 (%)
Definitely Yes	51.9	67.9	25.0	47.5	52.0	77.3
	87.6	90.8	56.1	81.7 *	87.1	95.0 *
Probably Yes	35.7	22.9	31.1	34.2	35.1	17.7
Probably No	8.6	7.0	23.6	14.5	11.9	4.9
	11.9	8.7	40.0	17.1 *	12.4	4.9 *
Definitely No	3.3	1.7	16.4	2.6	0.5	---
Don't Know	0.6	0.6	3.9	1.2	0.5	---
	100.1%	100.1%	100.0%	100.0%	100.0%	99.9%

* Difference from 1972 to 1973 is statistically significant.

NOTE: Respondents who answer "Definitely Yes" or "Probably Yes" are termed "True Volunteers."
Respondents who answer "Probably No" or "Definitely No" are termed "Draft-Motivated."

TABLE I-3

in PLC. Table I-4 indicates that the rate of true-volunteerism for lower classmen in PLC increased from 83% in 1972 to 92% in 1973, while the rate of draft-motivation declined from 14% in 1972 to 8% in 1973.* The increase in true-volunteerism among lower classmen in PLC is consistent with the increase in immediate career intentions for these men, noted in Table I-1.

In general, the data in this chapter suggest that there is a positive relationship between one's initial motivation to enroll in the program (true-volunteerism) and the avowed intention to remain in the program. Increases from 1972 to 1973 in the rate of true-volunteerism seem to be associated with increases in immediate and/or long-range career intentions. Table I-5 supports this contention directly by showing that for both ROC/AVROC and PLC "true-volunteers" there is a significantly higher intention to make the military service a career than there is among draft-motivated enrollees.

The high level of true-volunteerism reported by program enrollees suggests that increased rates of long-term officer careerist potential might be developed by managers of these programs. (As noted, current enrollees are generally indecisive with respect to their plans for making a career of the military service; but they do plan to remain in their current programs to completion.) For information which might be useful in the development of strategies to increase long-range career motivations, the reader is referred to Section II (awareness of military pay) and Section III (reasons for initial enrollment in these programs).

---

* The decline in reported draft-motivation is synonymous with the termination of draft calls. The draft was in operation until 28 Dec. 1972, although few men were inducted in the latter months of 1972. Former Secretary of Defense Melvin R. Laird announced the feasibility of suspending the draft for the active force on 27 January 1973.

EXTENT OF DRAFT MOTIVATION

Base: Detailed Categorization of PLC Enrollees

Would Have Enrolled With No Draft and No Obligation	PLC			
			Upper Classmen	
	1972	1973	1972	1973
	(%)	(%)	(%)	(%)
Definitely Yes	52.5	71.8	51.6	62.4
Probably Yes	30.6 } 83.1	20.5 } 92.3 *	37.4 } 89.0	26.2 } 88.6
Probably No	11.2	6.2	7.7	8.1
Definitely No	3.2 } 14.5	1.6 } 7.8 *	3.3 } 11.0	2.0 } 10.1
Don't Know	2.5	-	-	1.4
	100.0%	100.1%	100.0%	100.1%

* Difference from 1972 to 1973 is statistically significant.

TABLE I-4

THE RELATIONSHIP OF CAREER INTENTIONS

AND DRAFT-MOTIVATION

Base: 1973 Program Enrollees

Long-Range Career Plans	PLC Enrollees			ROC and AVROC Enrollees		
	True Volunteers (%)	Draft-Motivated (%)	Don't Know (%)	True Volunteers (%)	Draft-Motivated (%)	Don't Know (%)
Military Career	23.2 *	-	50.0	21.6 *	2 *	50.0
Stay in Service for awhile	16.1 *	3.3*	-	15.2 *	6.0 *	50.0
Undecided	47.0	59.7	-	51.9	41.8	-
Leave upon completion of program	13.7	37.0	50.0	11.3	47.0	-
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*The combined percentages of enrollees planning a military career or planning to stay in the service for awhile is significantly higher for "true volunteers" than it is for the draft-motivated enrollees. The difference is significant at the .001 level for PLC enrollees, and for combined ROC/AVROC enrollees.

TABLE I-5

II. KNOWLEDGE AND AWARENESS OF MILITARY OFFICER TRAINING PROGRAMS

One major assumption underlying this research was that program awareness functioned as a logical prerequisite to the formation of favorable attitudes toward the various programs. For current program enrollees, one would assume that they could not recommend a program to their friends effectively unless they knew something about it. Hence, questions on program knowledge and awareness were posed to PLC, ROC, and AVROC enrollees.

Questions were developed to assess the level of knowledge and awareness of ROTC and off-campus military officer training programs. Specifically, the questions concerned awareness of the various programs by (1) name and (2) sponsoring branch of service. Additional questions were used to analyze respondent awareness of officer pay, since increases in military compensation preceded each survey administration. Finally, a question about the source of information about these programs was employed. This chapter reviews major findings for these topics.

AWARENESS OF OFFICER COMPENSATION

Each respondent was asked to: (1) specify the date of the most recent pay increase for beginning officers;(2) specify both the current total entry earnings (pay and allowances) and the current entry base pay for an officer; and (3) estimate whether total entry pay for officers was more, less, or about the same as the earnings of a college graduate in his first (civilian) job. Results appear in Table II-1.

Among PLC enrollees in 1973, 57% knew the date of the last pay increase, and 45% correctly estimated the current total entry earnings of a military officer ($601-800/month). But only 42% felt that initial officer pay and civilian pay for college graduates were equivalent, and only 36% correctly estimated the amount of officer base pay ($550/month). Except for an increase in awareness of the date of the last pay increase, 1973 PLC enrollees

ACCURACY IN KNOWLEDGE AND AWARENESS OF
MILITARY OFFICER COMPENSATION

Base: Program Enrollees

Percent Correctly Reporting:	PLC 1972 (%)	PLC 1973 (%)	ROC 1972 (%)	ROC 1973 (%)	AVROC 1972 (%)	AVROC 1973 (%)
-Date of the Most Recent Pay Increase [a]	50.2	57.2 *	59.5	55.7	64.4	62.4
-Range of Total Officer Entry Earnings ($601-800/month)	58.5	44.5 *	50.0	48.7	61.0	55.8
-Amount of Entry Officer Base Pay ($550/month)	45.8	35.9 *	68.0	72.8	67.3	56.4 *
-Equivalence of Officer & College Graduate Pay	51.7	41.7 *	47.1	42.0	38.0	47.8 *

* Difference from 1972 to 1973 is statistically significant.

[a] The correct answer in the 1972 Survey was "January 1972".
The correct answer in the 1973 Survey was "January 1973".

TABLE II-1

reported less favorable estimates of military pay than did 1972 PLC enrollees.

Among ROC enrollees in 1973, 56% knew the date of the last pay increase, 49% correctly estimated total officer pay, and 73% correctly estimated entry base pay. (This latter figure is twice as high as the corresponding figure for PLC). However, only 42% felt that initial officer pay and civilian pay for college graduates were the same. Findings for the 1972 ROC samples were consistent with findings for the 1973 ROC sample.

Among AVROC enrollees in 1973, 62% knew the correct date of the last pay increase, 56% correctly estimated total officer entry pay, and 56% correctly estimated the amount of officer entry base pay. (The latter was a significant decrease from 67% in 1972). In 1973, 48% felt that initial officer pay and civilian pay for college graduates were the same. (This was a significant increase in attitude from 38% in 1972).

The above findings need not be interpreted as indicative of a requirement to increase the level of awareness of military pay among program enrollees. Indeed, such an effort may not be required, either to enhance the recruitment of new men or to increase the long-range career intentions of current enrollees. Table II-2 shows, that for all program enrollees, accurate knowledge of the beginning pay and allowances for officers is not significantly related to the enrollees intention to make the military service a career. (Tests of statistical significance were conducted on the differences in the percentages of accurate knowledge of total entry earnings between (a) those who intended to make the service a career, (b) those who planned to stay in the service for awhile, and (c) those planning to leave the service after completion of their initial tour of duty. Tests were made separately for PLC enrollees and for combined ROC/AVROC enrollees using the 1973 data. None of these differences were found to be statistically significant.)

CAREER INTENTIONS AND AWARENESS OF
TOTAL PAY AND ALLOWANCES
Base: 1973 Program Enrollees

Accuracy in Estimating Total Entry Officer Earnings	PLC Enrollees				ROC and AVROC Enrollees			
	Service Career	Stay in Awhile	Undecided	Leave the Service	Service Career	Stay in Awhile	Undecided	Leave the Service
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Under-estimated	20.6	11.8	9.7	12.9	32.2	26.5	26.2	33.3
Correct Amount	38.1	52.8	45.2	43.1	49.8	53.0	56.2	42.7
Over-estimated	34.3	33.3	40.2	40.4	16.5	18.4	16.9	21.9
Don't Know	7.1	2.1	4.9	3.6	1.6	2.2	.6	2.1
	100.1%	100.0%	100.0%	100.0%	100.1%	100.0%	99.9%	100.0%

TABLE II-2

It is noteworthy that, in 1973, the highest level of awareness of the date of the last pay increase and the most favorable attitude toward initial officer pay (vs. civilian college graduate pay) was given by AVROC enrollees. AVROC enrollees also provided the highest percent (56%) accuracy in estimating total officer entry pay and earnings. However, the previous section noted that AVROC enrollees have the lowest rate of long-range military career intentions (albeit the highest rate of indecision with respect to long-range plans). The AVROC enrollees also had the highest rate of true-volunteerism (95%). As a possible explanation for this anomaly, the reader is referred to Section III, where the motivation of AVROC enrollees to fly is documented (Table III-3).

Another perspective may be obtained by studying ROC enrollees. In 1973, ROC enrollees had by far the highest rate of correct estimation of the amount of officer entry base pay (73% correct). Nonetheless, ROC enrollees were not as favorable in their attitudes with respect to the equivalence of officer and civilian pay. ROC enrollees were also only slightly more likely to anticipate a military career than were men enrolled in PLC (see Table I-2). ROC enrollees appear to be motivated by considerations other than pay, e.g., the opportunity for travel, adventure and excitement (see Table III-1).

AWARENESS OF VARIOUS TRAINING PROGRAMS

To assess the level of awareness of college-based military officer training programs, each respondent was asked to: (1) indicate if he had heard of each of the following programs: ROC, AVROC, PLC and ROTC; and (2) identify the service(s) which sponsored these particular programs. The findings on claimed awareness of the programs by name are presented first.

In both surveys, the vast majority of respondents claimed to have heard of ROTC programs (97% or more). As expected, over 98% claimed to have heard of their own programs. But awareness of the other off-campus programs was much lower. For example, awareness of ROC (25%) and AVROC (40%) was relatively low among 1973 PLC enrollees. Among 1973 ROC enrollees, awareness of the AVROC program was high (96%) but awareness of PLC was much lower (57%). Among 1973 AVROC enrollees, 72% claimed to have heard of ROC, while 61% claimed to have heard of PLC. Results appear in Table II-3.

Next, these levels of awareness were validated by asking respondents who claimed awareness of a program (only) to identify the sponsoring service(s) for the particular program. This analysis revealed the existence of considerable confusion with respect to program sponsorship. It also demonstrated the need for caution in interpreting the previous data on claimed awareness of the various programs by name. Results appear in Table II-4.

In each survey, the majority of the respondents who claimed to have heard of ROTC correctly attributed the ROTC program to the Army (over 75% in each survey). However, attribution of ROTC sponsorship to the Navy or to the Air Force was much lower in both surveys.

Among PLC enrollees who claimed awareness of the ROC or AVROC program, only about 50% in each survey correctly attributed these programs to the Navy. (As Table II-3 shows, claimed awareness of these programs was also low among PLC enrollees.) Among ROC enrollees who claimed awareness of AVROC, about 90% correctly identified the Navy as sponsor in each survey. There was a

AWARENESS OF SELECTED MILITARY OFFICER TRAINING PROGRAMS

Base: Program Enrollees

Percent Who Claim Awareness of:	PLC 1972 (%)	PLC 1973 (%)	ROC 1972 (%)	ROC 1973 (%)	AVROC 1972 (%)	AVROC 1973 (%)
ROC	19.7	24.8	98.0	100.0	62.4	72.4 *
PLC	99.2	99.7	30.5	56.9 *	38.7	60.8 *
ROTC	100.0	99.1	97.0	100.0	99.5	99.4
AVROC	45.3	40.4	87.5	95.6 *	99.1	100.0

* Difference from 1972 to 1973 is statistically significant.

TABLE II-3

AWARENESS OF SERVICE SPONSORING SELECTED MILITARY OFFICER TRAINING PROGRAMS

Base: Program Enrollees who claim awareness of each program (only)

Percent Correct Identification of Sponsoring Service	PLC		ROC		AVROC	
	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)
ROC (%Navy)	45.6	47.7	97.4	96.1	62.8	63.3
PLC (%USMC)	99.8	99.1	93.5	97.9	97.3	95.5
ROTC:						
-% Army	92.6	85.6 *	83.6	78.5	75.6	75.0
-% Navy	56.9	43.7 *	64.5	54.4 *	50.7	51.2
-% USAF	54.7	49.6	60.4	49.9 *	52.7	61.1
AVROC (%Navy)	49.1	53.4	89.2	90.7	100.0	98.3

* Difference from 1972 to 1973 is statistically significant.

TABLE II-4

slightly higher rate of correct identification of the Marine Corps as the sponsor of PLC, i.e., 94% in 1972 and 98% in 1973.

Among AVROC enrollees who claimed to have heard of ROC, 63% in each survey knew that the Navy sponsored this program. A much higher rate of correct sponsor identification was found for PLC.

PERSONAL SOURCES OF INFORMATION

In each survey, respondents were asked to note individuals from whom they had sought advice when they wanted information about military service. A list was presented for their consideration.

Among PLC enrollees, the individuals most highly endorsed in 1972 and 1973 were: (1) the military recruiter (at school or away from school); (2) father; and (3) close friends. Endorsement of the recruiter (at school) increased from 34% in 1972 to 44% in 1973.

Among ROC enrollees, the military recruiter (away from school) received by far the highest endorsement (58% in 1972 and 54% in 1973). There was a statistically significant decrease from 1972 to 1973 in the endorsement of five categories of individuals (brothers, other relatives, close friends, school acquaintances, and teachers). The reason for these changes is not known.

Among AVROC enrollees, the individuals most highly endorsed were: (1) the military recruiter (at school or away from school); (2) father; and (3) close friends. There were no statistically significant changes in endorsement of individuals from 1972 to 1973.

Results appear in Table II-5.

PERSONAL SOURCES OF INFORMATION ABOUT MILITARY SERVICE

Base: Program Enrollees

Sources of Information	PLC 1972 (%)	PLC 1973 (%)	ROC 1972 (%)	ROC 1973 (%)	AVROC 1972 (%)	AVROC 1973 (%)
Father	30.3	30.9	28.0	22.7	31.7	26.0
Mother	2.7	2.9	4.5	1.2	2.0	2.8
Brothers	12.1	7.1 *	11.4	6.3 *	5.4	8.3
Other Relatives	7.9	10.7	12.5	4.4 *	8.4	7.7
Close Friends	25.4	21.3	27.5	13.8 *	24.8	24.3
School Acquaintances	9.0	8.2	18.6	8.2 *	12.9	11.0
Teachers	4.8	4.7	8.6	1.9 *	5.0	3.9
Counselors	12.3	5.2 *	8.0	3.2	4.5	6.7
Military Recruiter (at school)	34.4	43.7 *	22.5	20.9	49.5	45.3
Military Recruiter (away from school)	40.1	34.1	58.0	54.4	35.6	43.6
College Handbook/ Brochure/Pamphlets	----	.3	----	----	----	----
ROTC Instructor/Professor of Military Science	1.8	2.3	2.0	2.6	2.9	2.2
Other	1.6	2.9	2.4	1.2	2.4	1.6
Don't Seek Advice	1.9	1.2	1.4	1.9	----	.6

* Difference from 1972 to 1973 is statistically significant.

TABLE II-5

III. FACTORS ASSOCIATED WITH ENROLLMENT

The endorsement of a series of general and specific reasons for application to college-based military officer training programs was studied in 1973 and 1972. Comparisons were made of the extent of endorsement of each reason between the two surveys, separately for men in the PLC, ROC, and AVROC programs.

GENERAL REASONS FOR APPLYING FOR OFFICER TRAINING

Each respondent was asked to review the following general reasons for applying for military officer training, and to indicate whether each reason influenced his decision to apply.

GENERAL REASONS FOR APPLYING FOR OFFICER TRAINING

1. Military career opportunities
2. Travel, adventure, and new experiences
3. Serve my country
4. Opportunity for further academic education
5. Qualify for GI Bill benefits
6. Pay and allowances
7. Benefits such as medical care, BX/PX, etc.
8. Avoid being drafted
9. Become more mature
10. Status and prestige of being an officer
11. Difficulty in finding a suitable civilian job
12. Fulfilling my military obligation at a time of my choice
13. Opportunity for special professional/technical training

Table III-1 presents the results of analyses for PLC, ROC, and AVROC enrollees in 1972 and 1973.

Among PLC enrollees, the reasons attributed strong influence by the majority in both 1972 and 1973 were:

(1) Travel, adventure, and new experiences;

(2) Military career opportunities; and

(3) Serve my country.

From 1972 to 1973, there was a significant increase in the influence accorded the reason the "status and prestige of being an officer"(28% in 1972 and 34% in 1973). There was also a significant increase in endorsing the reason "difficulty in finding a suitable civilian job." However, the latter was endorsed by only 4% in 1972 and 8% in 1973. A significant decrease was found from 1972 to 1973 in the percent who cited the reason: "fulfilling my military obligation at a time of my choice".

Among ROC enrollees, the majority attributed strong influence to enlisting for "travel, adventure, and new experiences". The rates of endorsement were 64% in 1973 and 53% in 1972. The increase was statistically significant. There were also significant increases in the influence accorded the following reasons: (1) military career opportunities, (2) serve my country, (3) the opportunity for further academic education, and (4) the opportunity for special professional/technical training. Significant decreases from 1972 to 1973 were found on: (1) avoid being drafted, and (2) fulfilling my military obligation at a time of my choice.

Among AVROC enrollees, there were two reasons which were accorded strong influence in both 1972 and 1973:

(1) The opportunity for special professional/technical training; and

(2) Travel, adventure, and new experiences.

GENERAL REASONS ATTRIBUTED STRONG INFLUENCE IN
THE DECISION TO ENROLL IN OFF-CAMPUS BASED MILITARY OFFICER TRAINING PROGRAMS
BASE: Program Enrollees

General Reasons	PLC 1972 (%)	PLC 1973 (%)	ROC 1972 (%)	ROC 1973 (%)	AVROC 1972 (%)	AVROC 1973 (%)
Military career opportunities	54.0	56.9	25.5	43.1*	57.0	61.3
Travel, adventure, and new experiences	55.5	59.6	53.0	63.9*	69.3	71.2
Serve my country	52.9	57.3	31.4	43.6*	44.1	33.7*
Opportunity for further academic education	24.8	26.1	30.0	46.8*	34.2	34.3
Qualify for G.I. Bill benefits	13.3	17.9	30.0	37.3	9.4	13.8
Pay and allowances	26.2	25.8	28.6	34.2	27.2	31.5
Benefits such as medical care, BX/PX, etc.	25.6	31.2	27.0	35.4	30.7	33.1
Avoid being drafted	8.1	8.4	40.0	15.9*	9.9	5.5
Become more mature	27.9	23.8	23.6	25.3	25.7	20.9
Status and prestige of being an officer	28.0	34.2*	22.5	20.9	26.8	26.5
Difficulty in finding a suitable civilian job	4.2	8.3*	11.4	14.5	10.4	9.9
Fulfilling my military obligation at a time of my choice	28.6	18.0*	37.5	22.2*	23.8	9.9*
Opportunity for special professional/technical training	34.7	38.0	26.1	41.2*	74.8	72.4

* Difference from 1972 to 1973 is statistically significant.

TABLE III-1

Each reason was endorsed as a strong influence by about 70% of the sample in 1972 and 1973. From 1972 to 1973, there was a significant decrease in the attribution of strong influence to: (1) serve my country, and (2) fulfilling my military obligation at a time of my choice. The latter reason was the only reason which showed a decline in endorsement from 1972 to 1973 for enrollees in the PLC, ROC, and AVROC programs, i.e., all three off-campus programs.

For each program, two general reasons for enrollment appear particularly important: (1) military career opportunities; and (2) travel, adventure and new experiences. In development of career motivation strategies, an attempt to reward these predisposing motivations would appear effective. There are also some reasons which are more important to enrollees in one program than they are to enrollees in the other programs. For example, patriotism ("serve my country") is important to PLC enrollees; "the opportunity for special professional/technical training" is important to AVROC enrollees. In the following analysis, this finding for AVROC enrollees appears to translate into their interest in <u>flying</u>.

SPECIFIC REASONS FOR APPLYING FOR OFFICER TRAINING

Each respondent was asked to review the following specific reasons for applying for college military officer training, and to indicate how strongly each reason influenced his decision to apply for a college military officer training program.

SPECIFIC REASONS FOR APPLYING FOR OFFICER TRAINING

1. Which particular Service I am trained for (Army, Navy, Air Force, Marine Corps)
2. Whether I become an aviation officer (get to fly) or not
3. Whether I become a "ground" officer (do not get to fly) or not
4. How much money I get each month I'm in college (subsistence allowance)
5. If I get expense money for all 4 years of college
6. If I get expense money just for the last 2 years of college
7. If I have to go to summer camp
8. If my college tuition is paid (Scholarship program)
9. If I get to go to the college of my choice
10. If I get paid to go to college, regardless of my father's income
11. If I have to go into the military service
12. If I have to take courses in military subjects in college
13. If I have to drill (march) on campus
14. How many years I have to serve in the military after I graduate from college
15. How many years I have to serve in the Reserves after I complete active duty

Results for the total PLC, ROC, and AVROC samples of 1972 and 1973 appear in Table III-2.

SPECIFIC REASONS ATTRIBUTED STRONG INFLUENCE IN THE DECISION TO ENROLL IN OFF-CAMPUS BASED MILITARY OFFICER TRAINING PROGRAMS BASE: Program Enrollees

Specific Considerations	PLC 1972 (%)	PLC 1973 (%)	ROC 1972 (%)	ROC 1973 (%)	AVROC 1972 (%)	AVROC 1973 (%)
Which particular service I am trained for (Army, Navy, Air Force, Marine Corps)	66.3	70.7	55.0	55.7	59.9	61.3
Whether I become an aviation officer (get to fly) or not	29.9	35.1	13.0	12.6	81.7	88.4
Whether I become a "ground" officer (do Not get to fly) or not	21.3	26.6	15.5	12.0	33.7	43.6 *
How much money I get each month I'm in college (subsistence allowance)	7.3	4.3	15.0	7.0 *	4.0	6.1
If I get expense money for all 4 years of college	8.7	4.8	22.0	8.2 *	9.0	9.9
If I get expense money just for the last 2 years of college	6.9	5.3	15.0	5.1 *	9.0	8.3
If I have to go to summer camp	17.1	16.3	17.5	3.2 *	10.4	11.0
If my college tuition is paid (Scholarship Program)	13.6	10.5	33.0	17.8 *	16.9	17.7
If I get to go to the college of my choice	31.4	32.2	43.0	29.1 *	37.6	34.7
If I get paid to go to college, regardless of my father's income	10.4	9.0	28.9	14.5 *	15.3	17.2
If I have to go into the military service	20.1	21.3	42.0	12.6 *	17.3	18.2
If I have to take courses in military subjects in college	10.9	10.5	16.1	7.0 *	6.5	10.5
If I have to drill (march) on campus	11.3	18.6 *	17.5	13.3	11.4	13.2
How many years I have to serve in the military after I graduate from college	17.5	19.2	38.0	21.5 *	17.8	17.2
How many years I have to serve in the Reserves after I complete Active Duty	11.4	14.6	26.1	13.3 *	10.8	13.8

* Difference from 1972 to 1973 is statistically significant.

TABLE III-2

Among PLC enrollees, the specific reason accorded influence by the majority of respondents in both 1972 and 1973 was: "Which particular service I am trained for." This response may indicate service preference, i.e., preference for the Marine Corps. From 1972 to 1973, there was a significant increase in only one (minor) reason: "If I have to drill on campus."

Among ROC enrollees, the majority (55%) in 1972 and 1973 endorsed the reason: "Which particular service I am trained for." One unusual finding for ROC enrollees was a significant decrease from 1972 to 1973 in the endorsement of a large number of the specific reasons. (This finding was not found for the PLC or AVROC samples). The reason for this decline is not known.

Among AVROC enrollees, the majority endorsed two specific considerations in both 1972 and 1973:

(1) Which particular service I am trained for; and

(2) Whether I become an aviation officer or not.

The latter reason was attributed strong influence by 82% in 1972 and 88% in 1973. The consideration of flying appears to be more important than the particular service for which one is trained, in that only about 60% endorsed the branch-of-service consideration in each survey. From 1972 to 1973, there was a significant increase in only one reason: "Whether I become a "ground" officer (do not get to fly) or not." This endorsement may simply reflect concern over flying opportunities among AVROC enrollees.

In the development of career motivation strategies, reliance on predisposing motives such as branch-of-service consideration would appear effective, e.g., for PLC enrollees. The appeal of flying to AVROC

enrollees is impressive. This particular consideration may deserve emphasis in attempts to counter indecision with respect to the long-range career motivations as initially noted for these men (see Table I-2).

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Appendix A

DETAILED SAMPLE SIZE INFORMATION FOR
OFF-CAMPUS PROGRAM ENROLLEES

Totals, By Program

PLC		ROC		AVROC	
1972	1973	1972	1973	1972	1973
404	344	200	158	202	181

Detailed Sample Size Data, By Program

	Lower Classmen		Upper Classmen	
	1972	1973	1972	1973
PLC	313	195	91	149
ROC	1	---	199	158
AVROC	1	---	201	181

DEMOGRAPHIC CHARACTERISTICS OF ENROLLEES
IN OFF-CAMPUS BASED MILITARY OFFICER TRAINING PROGRAMS
Base: Program Enrollees

	PLC		ROC		AVROC	
	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)
Race						
White	96.2	92.2 *	98.0	96.8	99.1	95.1
Non-white	3.8	7.9 *	1.9	3.1	1.0	5.1
Annual Family Income						
Under $8,000	20.4	15.3 *	17.8	21.7	20.3	15.6
$8,000-$13,999	30.4	23.8 *	21.6	20.8	25.7	25.2
$14,000-$19,999	19.5	27.1 *	26.6	20.9	25.7	26.6
$20,000 or over	23.6	28.3	29.5	32.3	27.2	29.2
Refused/Don't know	6.1	5.6	4.4	4.5	1.0	3.2
Employment Status						
Full time	19.8	12.2 *	17.5	30.4 *	10.4	10.5
Part time	33.9	37.7	30.0	20.9 *	37.6	40.8
Not Employed	46.3	50.1	52.5	48.7	52.0	48.5
Type of Neighborhood (City Size)						
Large Metropolitan	35.3	33.3	39.2	26.0 *	38.5	28.8 *
Small Metropolitan	33.4	36.5	39.2	42.4	27.6	48.0 *
Non-metropolitan	31.4	30.1	22.0	31.6 *	33.7	23.1 *
Age						
19 years or younger	16.3	35.8 *	0.5	5.1	1.0	1.6
20 years	27.1	29.9	10.5	17.8 *	16.9	24.3 *
21 years	29.3	19.4 *	40.5	34.2	47.1	46.4
22 years or older	27.2	14.8 *	48.6	43.1	35.1	27.6
Presence of Jr. ROTC Program in High School						
Yes	16.9	38.5 *	8.9	37.3 *	11.4	48.2 *
No	83.1	61.5 *	88.6	62.7 *	87.6	51.8 *
Don't know	----	----	2.5	----	0.9	----

* Difference between 1972 and 1973 is statistically significant.

TABLE B-1

DEMOGRAPHIC CHARACTERISTICS OF ENROLLEES
IN OFF-CAMPUS BASED MILITARY OFFICER TRINING PROGRAMS

Base: Program Enrollees

(continued)

	PLC		ROC		AVROC	
	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)
Last Grade of Regular School Completed by Father						
Grade School	7.4	4.0	6.4	4.4	4.5	2.8
Some High School (1-3 years)	14.2	11.3	11.1	11.5	7.0	6.7
Finished High School	31.5	28.1	25.5	23.4	31.3	39.2
Some College (1-3 years)	24.4	23.4	16.1	15.9	25.2	17.7 *
Finished College or Other Advanced Education	21.5	31.7 *	40.0	42.4	32.2	33.7
Last Grade of Regular School Completed by Mother						
Grade School	4.0	2.0	3.6	5.6	2.0	2.2
Some High School (1-3 years)	4.7	10.4 *	7.5	10.8	5.0	9.4
Finished High School	55.4	40.5 *	42.0	34.9	48.6	39.8
Some College (1-3 years)	19.8	24.6	20.5	19.7	22.8	20.9
Finished College or Other Advanced Education	16.1	21.3	26.4	27.9	21.8	27.6

* Difference between 1972 and 1973 is statistically significant.

TABLE B-1 (continued)

AVERAGE GRADES IN COLLEGE AND MAJOR COLLEGE SUBJECT AREA
AS REPORTED BY ENROLLEES IN OFF-CAMPUS BASED MILITARY OFFICER TRAINING PROGRAMS

	PLC		ROC		AVROC	
	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)
Average Grades in College						
Mostly "A's"/ All "A's"	3.0	6.1	8.6	4.4	3.4	2.8
"A's" and "B's"	31.6	34.7	53.6	45.5	32.2	29.8
"B's" and "C's"	63.6	58.0	37.5	48.7 *	62.9	66.3
"C's" and "D's"	1.8	1.2	.5	1.2	1.5	1.2
"D's" and Below	----	----	----	----	----	----
Major Subject Area in College						
Agriculture/Forestry	4.6	2.0	2.0	3.2	2.0	2.8
Arts/Classics	3.4	9.9 *	11.1	5.6 *	4.5	8.3
Biological Sciences	5.6	5.2	3.6	7.0	5.4	6.7
Business	19.0	19.7	23.0	21.5	18.9	25.4
Engineering/Architecture	8.2	8.9	13.0	19.7	29.2	13.2 *
Law	4.1	9.1 *	3.0	5.1	3.4	4.9
Medical Sciences	1.1	2.7	.5	1.9	----	----
Military Sciences	1.0	----	----	----	----	----
Physical Sciences	6.5	5.6	11.1	10.1	6.5	12.2 *
Social Sciences	26.6	22.9	23.9	19.7	15.8	13.8
Theology	.1	.3	.5	----	----	----
Education	7.3	10.4	6.4	4.4	4.0	4.4
Mathematics	3.1	1.5	2.0	1.9	5.4	2.8
Liberal Arts	8.6	---- *	2.5	----	5.9	----
Economics	1.1	1.2	----	1.9	.5	----
Home Economics	----	----	----	----	----	----
Other	.1	.3	----	----	----	.6
Undeclared	.2	.3	----	----	----	----
No Answer	----	.6	----	.7	----	7.1 *

* Difference between 1972 and 1973 is statistically significant.

TABLE B-2

SELECTED GOALS AND EXPECTATIONS OF

ENROLLEES IN OFF-CAMPUS BASED MILITARY OFFICER TRAINING PROGRAMS

Base: Program Enrollees

	PLC		ROC		AVROC	
	1972 (%)	1973 (%)	1972 (%)	1973 (%)	1972 (%)	1973 (%)
Expected Level of Education						
College Degree	31.9	32.4	22.5	18.3	38.1	42.6
Beyond College	68.0	67.0	77.5	81.0	61.4	56.8
Most Important Life Goal						
Working for a better society	15.3	15.1	10.5	13.8	13.9	6.7 *
Doing challenging work	19.6	17.1	21.4	27.2	19.8	27.6 *
Making a lot of money	2.6	2.9	3.0	2.6	.5	2.2
Learning as much as I can	10.9	15.6 *	11.4	18.3 *	16.9	10.5 *
Helping other people	14.2	14.2	17.0	13.8	14.9	12.2
Having a secure, steady job	14.9	12.0	15.0	10.1	12.9	11.6
Being able to do what I want to in a job	10.2	12.7	13.6	10.1	9.0	13.2
Raising my own social level	1.1	.3	.5	----	.9	.6
Recognition/Status	.5	1.2	2.0	.7	1.5	1.2
Adventure/Excitement	10.6	8.5	5.5	3.2	9.9	14.4

* Difference between 1972 and 1973 is statistically significant.

NOTE: - Reported values exclude "Don't Know" and "No answer" responses.

TABLE B-3

ASSESSMENT OF THE OPPORTUNITY
TO ACHIEVE MAJOR LIFE GOALS IN THE MILITARY SERVICE

Base: Program Enrollees

Most Important Life Goal	PLC 1972 (%)	PLC 1973 (%)	ROC 1972 (%)	ROC 1973 (%)	AVROC 1972 (%)	AVROC 1973 (%)
Working for a better society	21.9	29.3 *	16.4	22.2	27.7	24.9
Doing challenging work	73.4	73.6	55.5	66.5 *	85.7	87.2
Making a lot of money	16.0	13.5	14.5	14.5	19.3	22.1
Learning as much as I can	41.4	41.6	33.9	38.6	57.4	56.8
Helping other people	37.3	40.0	30.5	34.2	26.8	27.6
Having a secure, steady job	92.3	88.4	86.1	90.4	84.2	89.0
Being able to do what I want to in a job	12.9	14.8	3.9	12.6 *	13.3	16.6
Raising my own social level	37.9	36.8	37.5	34.2	44.6	42.6
Recognition/Status	72.9	72.9	64.5	64.4	83.3	76.2
Adventure/Excitement	83.2	86.0	68.6	78.5 *	90.7	90.6

* Difference between 1972 and 1973 is statistically significant.

TABLE B-4

Appendix C

1973 QUESTIONNAIRE

GILBERT YOUTH RESEARCH
515 MADISON AVENUE
NEW YORK, N. Y. 10022

JOB #700524-C
MARCH, 1973

Office of Management and Budget
Approval No: 022R-0304
Expires: June, 1974

COLLEGE ROTC SURVEY

Hello, I'm (INTERVIEWER'S NAME) of Gilbert Youth Research in New York. We are interested in finding out how young people feel about college and the Military Service. The information you give me will be used on an anonymous basis only.

SECTION "A" — EDUCATIONAL ASPIRATIONS — 6-4

First of all . . .

1a. What year of college are you in?

Freshman ____7-1 Junior ____3 Other (SPECIFY) ____

Sophomore ____2 Senior ____4

1b. Are you in ROTC, ROC, AVROC, PLC or any other college military officer training program?

Yes ____8-1 No ____2 END INTERVIEW, RE-USE QUESTIONNAIRE

1c. (INTERVIEWER: ASK ONLY IF "SENIOR" IS CHECKED IN Q. 1A ABOVE; OTHERWISE, GO DIRECTLY TO Q. 1b)

Do you plan to graduate this Spring? Yes ____9-1 No ____2

1d. Do you plan to continue your schooling next Fall? Yes ____10-1 No ____2 Undecided ____3

2a. (HAND RESPONDENT CARD #1) Would you look at this card and tell me what is the highest level of education you expect to achieve?

a. College Graduate (Bachelor's Degree) ____11-1
b. Beyond College (Graduate or Professional Degree) ____2
c. Neither of these (Plan to Quit/ Leave School) ____3

2b. What are your main reasons for wanting to achieve this level of education?

____ 12-

____ 13-

3. (HAND RESPONDENT CARD #2) What is your major college subject area?

a. Agriculture - Forestry ____14-1
b. Arts - Classics . . . ____2
c. Biological Sciences . ____3
d. Business . . . . . ____4
e. Engineering - Architecture . . ____5
f. Law . . . . . ____6
g. Medical Sciences . . ____7
h. Military Sciences . . ____8
i. Physical Sciences . . ____9
j. Social Sciences . . ____0
k. Theology . . . . . ____x
l. Education . . . . . ____y
m. Other (SPECIFY) ____ 15-

4. What are your average grades in college?

a. Mostly A's/All A's ____16-1
b. A's and B's . . ____2
c. B's and C's . . ____3
d. C's and D's ____4
e. D's and below ____5

(17-30)

SECTION "B"

LIFE GOALS & CAREER GOALS

5a. What do you think will be important in your life. . .I will read some statements describing a person's aim in life and you tell me how important each statement is for you personally. (HAND RESPONDENT CARD #3) Here is a rating scale from 1 to 5. Something which is extremely important to you, you would rate 5; something which is not at all important you would rate 1. You can rate any statement between 1 and 5 depending upon how important you feel this statement is to you personally.

> INTERVIEWER: READ THE STATEMENT THAT HAS A RED "X" FIRST. WORK DOWN THE LIST OF STATEMENTS AND GO BACK TO THE BEGINNING WHEN NECESSARY. FOR EXAMPLE: IF STATEMENT "C" HAS A RED "X", READ THIS STATEMENT FIRST, CIRCLE THE RATING GIVEN, THEN CONTINUE IN THE SAME MANNER FOR STATEMENTS "D", "E", "F", "G", "H", "I", "J" AND "A" AND "B" IN THAT ORDER.

(CIRCLE ONE NUMBER ONLY FOR EACH STATEMENT)

a.	Working for a better society	1	2	3	4	5	(31-)
b.	Doing challenging work	1	2	3	4	5	(32-)
c.	Making a lot of money	1	2	3	4	5	(33-)
d.	Learning as much as I can	1	2	3	4	5	(34-)
e.	Helping other people	1	2	3	4	5	(35-)
f.	Having a secure steady job	1	2	3	4	5	(36-)
g.	Being able to do what I want to in a job . .	1	2	3	4	5	(37-)
h.	Raising my own social level	1	2	3	4	5	(38-)
i.	Recognition/Status	1	2	3	4	5	(39-)
j.	Adventure/Excitement	1	2	3	4	5	(40-)

5b. (HAND RESPONDENT CARD #4) Please look at this card of statements and tell me the three most important statements which describe your aim in life, the first most important, the second most important, and the third most important. Just give me the letter designation that appears at the side of the statement. (RECORD LETTERS BELOW)

The first most important statement is letter: _____ 41-

The second most important statement is letter: _____ 42-

The third most important statement is letter: _____ 43-

5c. (REFER TO CARD #4 AGAIN) Where do you think you would be better off for achieving these life or career goals. . .in the military service or in civilian life?

Let's start with "Working for a better society". . .(RECORD BELOW UNDER APPROPRIATE COLUMN)

> INTERVIEWER: REPEAT THE QUESTION FOR EACH OF THE STATEMENTS LISTED, RECORDING EACH ANSWER AS YOU ASK THE QUESTION, ON THE CORRECT LINE IN THE APPROPRIATE COLUMN.

		Military Service	Civilian Life
a.	Working for a better society	44-1	2
b.	Doing challenging work	45-1	2
c.	Making a lot of money	46-1	2
d.	Learning as much as I can	47-1	2
e.	Helping other people	48-1	2
f.	Having a secure, steady job	49-1	2
g.	Being able to do what I want to in a job . .	50-1	2
h.	Raising my own social level	51-1	2
i.	Recognition/Status	52-1	2
j.	Adventure/Excitement	53-1	2

6. (HAND RESPONDENT CARD #5) Please look at this card and tell me for each of the reasons listed, how strongly it would influence or has influenced your decision to apply for military officer training... strong influence, some influence, or no influence at all (RECORD ONE ANSWER FOR EACH REASON)

REASONS:	Strong Influence	Some Influence	No Influence
a. Military career opportunities	54-1	2	3
b. Travel, adventure, and new experiences	55-1	2	3
c. Serve my country	56-1	2	3
d. Opportunity for further academic education	57-1	2	3
e. Qualify for G.I. Bill benefits	58-1	2	3
f. Pay and allowances	59-1	2	3
g. Benefits such as medical care, BX/PX, etc.	60-1	2	3
h. Avoid being drafted	61-1	2	3
i. Become more mature	62-1	2	3
j. Status and prestige of being an officer	63-1	2	3
k. Difficulty in finding a suitable civilian job	64-1	2	3
l. Fulfilling my military obligation at a time of my choice	65-1	2	3
m. Opportunity for special professional/ technical training	66-1	2	3

(67-80)

SECTION "C" — MILITARY INFORMATION — 6-2

(7-)

7a. We are interested in finding out how much you know about military life, particulary about military officers. First, let's talk about the pay that officers receive.

(HAND RESPONDENT CARD #6) When was the last time that the starting pay for officers changed? (CHECK ONLY ONE ANSWER)

a. October 1945 ___8-1___
b. June 1957 ___2___
c. April 1963 ___3___
d. February 1968 ___4___
e. November 1971 ___5___
f. January 1972 ___6___
g. January 1973 ___7___
Don't Know ___y___

7b. About how much money in total does a beginning officer earn in a month? That's basic pay plus allowances for an unmarried commissioned officer. (CHECK ONE ANSWER ONLY)

a. Less than $100 a month ___9-1___
b. $100 - $200 a month ___2___
c. $201 - $400 a month ___3___
d. $401 - $600 a month ___4___
(ASK Q. 7c)

e. $ 601 - $ 800 a month ___5___
f. $ 801 - $1,000 a month ___6___
g. $1,001 - $1,250 a month ___7___
(ASK Q. 7c)

Don't Know ___y___ (GO TO Q.7d)

7c. Is this money MORE, LESS, or ABOUT THE SAME as a college graduate would earn in his first job?

a. More ___10-1___
b. Less ___2___
c. About the same ___3___
Don't Know ___y___

7d. (HAND RESPONDENT CARD #7) About how much basic pay does a beginning officer earn in a month? Just basic pay, not allowances for an unmarried, commissioned officer.

a. $100 a month	11-1	e. $700 a month	5
b. $250 a month	2	f. $850 a month	6
c. $400 a month	3	g. $1,000 a month	7
d. $550 a month	4	Don't Know .	y

7e. (HAND RESPONDENT CARD #8) Which of these military officer training programs have you heard of? (CHECK ✓" EACH PROGRAM "HEARD OF" UNDER Q. 7e BELOW)

7f. (FOR EACH PROGRAM "HEARD OF", ASK:) What branches of the military service is (PROGRAM) sponsored by? (CHECK "✓" SERVICE UNDER Q. 7f BELOW, ON THE CORRECT LINE AND IN THE APPROPRIATE COLUMN)

Program	Q. 7e Heard of (CHECK "✓")	Q. 7f SERVICE: Army	Navy	Air Force	Marine Corps	Coast Guards	All of These
a. ROC	12-1	13-1	2	3	4	5	6
b. PLC	2	14-1	2	3	4	5	6
c. ROTC	3	15-1	2	3	4	5	6
d. AVROC	4	16-1	2	3	4	5	6
e. TLC	5	17-1	2	3	4	5	6

Now, let's talk about ROTC . . . .

8a. (HAND RESPONDENT CARD #9) Which of these college costs can ROTC pay for?

a. College Tuition and Books, but no expense money	18-1	d. Both College Tuition (incl. Books) and other College Expenses	4
b. Civilian Clothing	2	e. All of the Above .	5
c. Other College Expenses . .	3	Don't Know . . .	y

8b. ROTC offers both scholarship and non-scholarship programs. Which of these have you ever heard of?

Scholarship .	19-1	Both . . .	3
Non-Scholarship	2	Heard of neither	4

8c. Would you say that scholarships and subsistence allowances are one and the same thing, or are they different?

Same 20-1 (GO TO Q. 9a) Different 2 (ASK Q. 8d)

8d. In what way do they differ? 21-

22-

9a. (HAND RESPONDENT CARD #10) After he graduates from college, how long does a man with an ROTC scholarship have to serve as an officer in each service? In answering the question, do not include the additional time he will have to spend if he takes aviation training after commissioning.

Let's start with . . . "Army ROTC" (REPEAT THE QUESTION FOR NAVY ROTC AND FOR AIR FORCE ROTC.)

	2 Years	3 Years	4 Years	Don't Know
a. Army ROTC	23-1	2	3	4
b. Navy ROTC	24-1	2	3	4
c. Air Force ROTC	25-1	2	3	4
d. There is no difference between Services	25-y			

9b. (HAND RESPONDENT CARD #11) Men in some ROTC programs receive money for room and board and expenses. It's called subsistence allowance. Please look at the card and tell me about how much subsistence allowance do they get a month?

a. $ 25 a month	26-1	e. $200 a month	5
b. $ 50 a month	2	f. $250 a month	6
c. $100 a month	3	g. $300 a month	7
d. $150 a month	4	Don't Know	y

(27-)

9c. (HAND RESPONDENT CARD #6 AGAIN) When was the last time ROTC subsistence allowance changed?

a. October 1945	28-1	d. February 1968	4	g. January 1973	7
b. June 1957	2	e. November 1971	5		
c. April 1963	3	f. January 1972	6	Don't Know	y

9d. How did you find out about ROTC? Was it from your . . . (READ LIST) (RECORD BELOW)

a. Father	29-1	g. Teachers	7
b. Mother	2	h. Counselors	8
c. Brothers	3	i. Military recruiter at school	9
d. Other relatives	4	j. Military recruiter away from school	0
e. Close friends	5	k. Other (SPECIFY)	
f. School acquaintances	6		

9e. Have you seen or heard any advertising for college ROTC? If so, for which college ROTC program have you seen or heard it?

Army	30-1	All of them	4
Navy	2	Have not seen or heard any advertising	5
Air Force	3		

SECTION "C"

ROTC INFORMATION

10. (HAND RESPONDENT CARD # 12) Which of these programs are you in?

a. ROTC	31-1	CONTINUE WITH Q. 11, ON THE NEXT PAGE
b. ROC	2	GO DIRECTLY TO Q. 23, PAGE 7
c. AVROC	3	
d. PLC	4	

(32-47)

INTERVIEWER: ASK ROTC STUDENTS ONLY

11. Are you in the Basic ROTC Program or the Advanced ROTC Program?

Basic ROTC _____ 48-1 (ASK Q. 12a) — Advanced ROTC _____ 2 — Don't Know _____ 3

GO TO Q. 13

12a. (IF "BASIC ROTC", ASK:) Do you intend to continue into Advanced ROTC?

Yes _____ 49-1 (GO TO Q. 13) — No _____ 2 — Don't Know _____ 3

ASK Q. 12b

12b. (IF "NO" or "DON'T KNOW" IN Q. 12a ABOVE, ASK:) Why do you say that?

_____ 50-

_____ 51-

ASK ALL ROTC STUDENTS

13. Which branch of Service are you in?

Army 52-1 — Navy _____ 2 — Air Force _____ 3 — Marine Corps _____ 4 — Coast Guard _____ 5

14. What is the length of your program in terms of the number of years of receiving money to be an officer? Does it pay for 2 years, 3 years, 4 years or none of these?

2 years 53-1 — 3 years _____ 2 — 4 years _____ 3 — None _____ 4 (GO TO Q. 15d)

ASK Q. 15a

15a. Do you have an ROTC scholarship? Yes 54-1 — No _____ 2 (GO TO Q. 15d)

15b. Would you have joined ROTC without getting a scholarship?

Yes 55-1 — No _____ 2 — Don't Know _____ 3

15c. Would you stay in ROTC without a scholarship? Yes 56-1 — No _____ 2 — Don't Know _____ 3

GO TO Q. 16a

15d. Do you hope to get a scholarship? Yes 57-1 — No _____ 2

16a. Do you receive ROTC subsistence allowance? Yes 58-1 — No _____ 2 — Not Applicable _____ 3 (GO TO Q. 17)

16b. Would you have joined ROTC without getting subsistence allowance?

Yes 59-1 — No _____ 2 — Don't Know _____ 3

17. Would you have joined ROTC, under this condition . . . if you dropped out during the first two years, you would have to repay all Government funds spent toward your education?

Yes 60-1 — No _____ 2 — Don't Know _____ 3

18. Would you stay in ROTC if there were no subsistence allowances? (61-)

Yes 62-1 — No _____ 2 — Don't Know _____ 3

19. Would you stay in ROTC if you didn't get credit for the military courses?

Yes 63-1 — No _____ 2 — Don't Know _____ 3 — Don't get credit now _____ 4

20. What are your average grades in ROTC?

a. Mostly A's/All A's ___64-1___ c. B's and C's _____3 e. D's and below _____5

b. A's and B's . . _____2 d. C's and D's _____4

21. Now tell me in your own words, how you happened to join ROTC. _____65-
_____66-
_____67-

22. (HAND RESPONDENT CARD #15) Which one of the following persons MOST influenced your decision to enter ROTC?

a. Service recruiter . . . ___68-1___ d. School counselor _____4

b. Someone in the Service other than a recruiter . . . _____2 e. Someone else . _____5

c. Parents, friend or relative _____3 No one . . . _____6

INTERVIEWER: ASK EVERYONE

23. (HAND RESPONDENT CARD #16) If there had been no draft and you had no military obligation, do you think you would have enrolled in a military officer training program?

a. Definitely yes ___69-1___ c. Probably no _____3 e. I don't know _____5

b. Probably yes _____2 d. Definitely no _____4

24. (HAND RESPONDENT CARD #17) Do you plan to stay in the Service at the end of your initial obligated period of service as a commissioned officer? Please look at this card and tell me what your plans are.

a. No, I plan to leave when I complete my obligation ___70-1___

b. I am undecided . . . . . _____2

c. Yes, I plan to stay in for a while . . . . _____3

d. Yes, I plan to make the Service my career . . _____4

25a. (HAND RESPONDENT CARD #18) If you had no military obligation, and were permitted to leave your military officer training program, would you do so?

a. Yes, I would leave the Program as soon as possible ___71-1___

b. No, I would stay in the Program . . . . _____2

c. I don't know . . . . . _____3

25b. Why do you say that? _____72-
_____73-
_____

6-3

26. Is ROTC compulsory at your school? Yes ___7-1___ No _____2 Don't Know _____3

27. Do you get course credit toward graduation for taking ROTC in college?

Yes ___8-1___ No _____2 Don't Know _____3

28a. How do ROTC instructors compare with other faculty members at your school? Would you say your ROTC instructors are BETTER, WORSE, or ABOUT AS GOOD as the other members of the faculty?

Better ___9-1___ Worse _____2 About as good _____3 No opinion _____4

28b. How could ROTC improve the instruction? _____10-
_____11-
_____12-

29. Should ROTC abolish drills and marching? Yes ___13-1___ No ___2___ Don't Know ___3___

30. Should ROTC activities be held off-campus? Yes ___14-1___ No ___2___ Don't Know ___3___

31a. How does ROTC course work compare with other courses at your school? Would you say the content of your ROTC courses is BETTER, WORSE, or ABOUT AS GOOD as the other courses?

a. ROTC courses are better ___15-1___
b. ROTC courses are worse ___2___
c. About as good . . . ___3___
d. Depends on the course ___4___

31b. How could ROTC improve the content of the course work? _____ 16-

_____ 17-

_____ 18-

31c. Should you get credit for ROTC courses? Yes ___19-1___ No ___2___ Don't Know (No Opinion) ___3___

32. (HAND RESPONDENT CARD #19) Please look at this card and tell me for each of the items listed, how strongly it would influence or has influenced your decision to apply for a college military officer training program . . . a strong influence, some influence, or no influence at all. (RECORD ONE ANSWER FOR EACH ITEM)

	Strong Influence	Some Influence	No Influence
a. Which particular Service I am trained for (Army, Navy, Air Force, Marine Corps)	20-1	2	3
b. Whether I become an aviation officer (get to fly) or not	21-1	2	3
c. Whether I become a "ground" officer (do not get to fly) or not	22-1	2	3
d. How much money I get each month I'm in college (subsistence allowance)	23-1	2	3
e. If I get expense money for all 4 years of college .	24-1	2	3
f. If I get expense money just for the last 2 years of college	25-1	2	3
g. If I have to go to summer camp	26-1	2	3
h. If my college tuition is paid (Scholarship Program) .	27-1	2	3
i. If I get to go to the college of my choice . . .	28-1	2	3
j. If I get paid to go to college, regardless of my father's income	29-1	2	3
k. If I have to go into the military service . . .	30-1	2	3
l. If I have to take courses in military subjects in college	31-1	2	3
m. If I have to drill (march) on campus	32-1	2	3
n. How many years I have to serve in the military after I graduate from college	33-1	2	3
o. How many years I have to serve in the Reserves after I complete Active Duty	34-1	2	3

33. What is the best feature in the ROTC Program? _____ 35-

_____ 36-

_____ 37-

34. What is the biggest problem with the ROTC Program? _____ 38-

_____ 39-

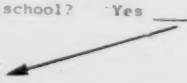
_____ 40-

35a. Whom did you generally seek advice from when you wanted information about Military Service? Was it your . . . (READ LIST BELOW) (RECORD BELOW UNDER Q. 35a)

35b. Whom did you generally seek advice from when you wanted information about college? Was it your . . . (READ LIST BELOW) (RECORD BELOW UNDER Q. 35b)

	Q. 35a Military	Q. 35b College
a. Father	41-1	43-1
b. Mother	2	2
c. Brothers	3	3
d. Other relatives	4	4
e. Close friends	5	5
f. School acquaintances	6	6
g. Teachers	7	7
h. Counselors	8	8
i. Military recruiter at school	9	9
j. Military recruiter away from school	0	0
k. Other (SPECIFY) _____	42-	44-

36. Was there a Junior ROTC Program at your high school? Yes 45-1 No 2 Don't Know 3



GO TO Q. A1

36a. What did you think of the Junior ROTC Program in your high school?

_____ 46-

_____ 47-

36b. Were you ever enrolled in a Junior ROTC Program? Yes 48-1 No 2

36c. Which branch of the Armed Service would you say is best overall?

Army 49-1 Air Force 3 Coast Guard 5

Navy 2 Marine Corps 4 All the same, no difference 6

(50-80)

MISCELLANEOUS - CLASSIFICATION

Now, some final questions about yourself and your family . . . 6-1 (1-49)

A1. AGE: How old are you as of your last birthday? (INTERVIEWER: IT IS ABSOLUTELY NECESSARY TO OBTAIN THIS INFORMATION)

16 years 50-1 18 years 3 20 years 5

17 years 2 19 years 4 21 years 6 22 years & older 7

A2. What is your date of birth? (INTERVIEWER: IT IS ABSOLUTELY NECESSARY TO OBTAIN THIS INFORMATION)

Month 51- Day _____ (52-53) Year _____ (54-55)

INTERVIEWER

IF RESPONDENT IS NOT OLD ENOUGH (UNDER 18) TO REGISTER FOR THE DRAFT (SELECTIVE SERVICE), GO DIRECTLY TO Q. B1. OTHERWISE, CONTINUE WITH Q. A3

A3. Have you registered with the Selective Service? Yes 56-1 (ASK Q. A4) No 2 (GO TO Q. B1)

A4. (IF "YES" IN Q. A3, ASK:) What is your draft classification now? (If your draft board has classified you, then you have received the card, "SELECTIVE SERVICE NOTICE OF CLASSIFICATION". On that card, your classification appears as a Roman numeral and a letter, for example, I-A, II-S, I-H, etc.)

DRAFT CLASSIFICATION

I-A	57-1	I-W	6	II-S	0	IV-F	3
I-A-O	2	II-A	7	III-A	x	IV-G	4
I-C	3	II-C	8	IV-A	y	IV-W	5
I-D	4	II-D	9	IV-B	58-1	V-A	6
I-O	5			IV-D	2	I-H	7

B1. MARITAL STATUS: Are you currently married or single?

Married 59-1 (GO TO Q. C) Single 2

B2. (IF "SINGLE", ASK:) How likely is it that you will get married in the next 12 months? Would you say that it is very unlikely, there is a small chance, a good chance, or that you definitely will get married?

Very unlikely	60-1	Good chance . .	3
Small chance	2	Definitely will	4

C. RESPONDENT'S OCCUPATION: Do you have a job at the present time? If so, is it a part-time or a full-time job?

Not employed 61-1 Part-time 2 Full-time 3

D1. DISPOSABLE INCOME: Approximately how much income would you say you yourself received in the past 12 months - that is, counting all sources such as a job, allowance, gifts, etc? Please try to give your best estimate.

Under $300 . .	62-1	$1,000 - $1,499 . .	6
$300 - $349 . .	2	$1,500 - $1,999 . .	7
$400 - $499 . .	3	$2,000 - $2,999 . .	8
$500 - $799 . .	4	$3,000 - $3,999 . .	9
$800 - $999 . .	5	$4,000 or more . .	0
		Don't Know . . .	y

D2. About what percentage of this income was pretty much yours to spend as you wanted? In other words, what percentage was left for you to save or spend as you pleased after you paid for all absolute necessities? Please try to give your best estimate.

Under 10%	63-1	40-49%	5	80 - 89%	9
10 - 19%	2	50-59%	6	90 - 100%	0
20 - 29%	3	60-69%	7		
30 - 39%	4	70-79%	8	Don't Know	y

E. TOTAL FAMILY INCOME: (HAND RESPONDENT CARD #20) Would you please look at this card and tell me in which group your total family annual income falls . . . Please add up the income (including social security, interest, dividends, or any other significant income) of all the workers in your household. Please give me the letter designation only of the income group. (RECORD BELOW)

a. $2,999 or under	64-1	f. $14,000 - $16,999	6
b. $3,000 - $4,999	2	g. $17,000 - $19,999	7
c. $5,000 - $7,999	3	h. $20,000 or over	8
d. $8,000 - $10,999	4	Refused . . .	9
e. $11,000 - $13,999	5	Don't Know . .	y

F. (HAND RESPONDENT CARD #21) What was the last grade of regular school your parents attended and completed? Please answer for each parent separately.

	Father	Mother
a. Grade School	65-1	66-1
b. Some High School (1-3 years) . . .	2	2
c. Finished High School	3	3
d. Some College (1-3 years)	4	4
e. Finished College or other advanced education (technical or business school) . . .	5	5

G. Do you live at home with your parents? Yes 67-1 No 2

TO BE FILLED IN BY INTERVIEWER FROM OBSERVATION ONLY

H. RACE OF RESPONDENT: White 68-1 Black 2 Other 3

TYPE OF NEIGHBORHOOD:

Large Metropolitan	Central City	70-1
	Outside Central City - Urban	2
	Outside Central City - Rural	3
Small Metropolitan	Central City	4
	Outside Central City - Urban	5
	Outside Central City - Rural	6
Non-Metropolitan	Urban	7
	Rural - Farm	8
	Rural - Non-Farm	9

BE SURE TO FILL IN CITY, COUNTY, AND STATE

Respondent's Name: _____

Present Address: _____ _____ _____

City: 71-72 County: 73-74 State: 75-76

Interviewer's Name: _____

Date: _____ Day of Week: _____

Time Interview Started: _____ Time Interview Ended: _____

SUPERVISOR TO FILL IN THIS SECTION

Interviewer verified on (DATE): _____

Question #'s: _____ _____ _____ _____ checked.

Appendix D

APPROXIMATE TESTS OF STATISTICAL SIGNIFICANCE

Approximate Sampling Tolerances for Differences
Between Two Survey Percentages at or Near These Levels

Applicable Group	Size of Samples Being Compared	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
PLC-Total	400 and 350	4%	6%	7%	7%	7%
AVROC	200 and 200	6%	8%	9%	10%	10%
ROC	200 and 150	5%	8%	10%	10%	11%

(95 in 100 Confidence Level)

This table provides an approximate test of the statistical significance of the difference between any two percentages at the .05 level of significance. An illustration of the use of the table is as follows:

> For two sample sizes of approximately 200 and percentages ranging around 10%, the difference in rates between two samples would have to exceed 6% in order to achieve statistical significance at the .05 level of significance.

Note that two independent samples are assumed.